



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
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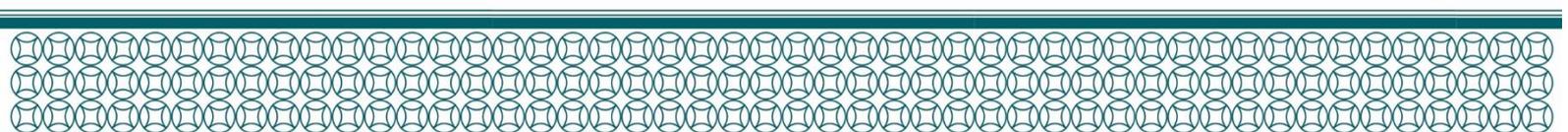
Inspection
Report of

Al Rabeeh School

Overall
Effectiveness

Good

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Al Rabeeh school		
School ID:	9295	School phases:	Foundation Stage (FS) and Primary
School Council: **			
School curriculum: *	British Curriculum	Fee range and category*	AED 26,900 to AED 33,200. Medium to high
Address:	Hadbat Al Zafranah	Email:	admin@alrabeehschool.ae
Telephone:	+971 (0) 24482856	Website:	www.alrabeeh.sch.ae

Staff Information			
Total number of teachers	52	Turnover rate	40%
Number of teaching assistants	21	Teacher-student ratio	KG 1:24 Primary 1:16

Students' Information			
Total number of students	797	Gender	Boys and girls
% of Emirati students	Emirati 50%	% of SEN students	13%
% of largest nationality groups	Jordanian 13%	Egyptian 10%	Pakistani 4%
% of students per phase	KG: 31%	Primary 69%	Middle High

Inspection Details				
Inspection dates	from:	20/01/1440	to	23/01/1440
		30/09/2018		03/10/2018
Number of lessons observed:	116	Number of joint lessons observed:	13	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The Principal has been in post for one year. The turnover of teachers is very high at 40%. As a result of a 'bridging programme', a large majority of students are taught one year ahead of their chronological age. The school's last published inspection report was in October 2015, and it was also visited by inspectors in October 2017 to support the school in its transition and implementation of the bridging program.
- The overall performance of Al Rabeeh School is good. The majority of students' achievement is above expectations for their age. Teaching is good overall. The school's very effective self-evaluation processes have enabled leaders to plan effectively sustain good outcomes for students.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> • Children leave the Foundation Stage (FS) having made good progress and most achieve a good level of development. • Primary students make good progress. The majority of students attain above age-related expectations in English, mathematics and science. All groups of students make the same good progress. • Students' achievement in Islamic education and Arabic language is only acceptable. 		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> • Students demonstrate good attitudes and behaviour. They support the community and the environment. • Students are knowledgeable about the heritage and culture of the UAE. • Students' skills and confidence to make independent decisions about how to improve their learning are less well developed. 		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> • Teachers are knowledgeable about how students learn, and they promote knowledge and understanding through their good relationships with students. • Teachers use questions well to check students' learning and understanding. They use the time available in lessons well. • Assessment information is not used to consistently good effect to adapt teaching to meet students' individual needs. 		



Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• The curriculum is modified successfully, and the FS curriculum promotes children's independent learning through play and exploration.• Opportunities for students to learn independently outside the taught curriculum are well-developed.• The curriculum lacks sufficient opportunities for students to be innovative and independent learners in lessons.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• The school premises are secure and well maintained, and health and safety arrangements are effective.• The promotion of safeguarding and child protection is a strength.• Guidance to help students understand their own personal development is less successful in encouraging them to be independent learners.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• School self-evaluation is very effective in enabling leaders to address the school's key priorities. School leaders have managed successfully the modification of the curriculum. They have ensured the school has continued to offer a high quality of education despite the high turnover in teachers.• The school is managed very well on a day-to-day basis and this helps learning proceed smoothly.• The leadership of Islamic education and Arabic language has not yet led to consistently good teaching and learning in these subjects.		



Progress made since last inspection and capacity to improve



- Students' skills in undertaking enquiry, research and solving problems independently of their teachers remains an area for improvement. Children's skills to be independent learners have improved. Children in the FS are inquisitive and learn to explore the world without the direction of their teachers.
- The curriculum has been improved to offer students more opportunities to be creative and independent in clubs.
- Attendance rates have improved from weak to good, and parents have more access to information to help them support their children's learning.
- Better communication with parents has resulted in their views being taken account of when planning improvements.
- The Board of Trustees have ensured that more robust processes are now in place to hold school leaders accountable.
- School leaders have responded effectively to most of the recommendations in the previous report and have met well the challenges of the bridging programme and the high turnover of teachers. The school's capacity to improve is good.



Provision for Reading



- The school promotes reading effectively for all students, particularly in English. The school's libraries are well resourced. Librarians use a computer program to tailor selection to students' abilities and interests, and to enhance students' reading skills.
- In the Foundation Stage, children regularly access the 'Reading Corners' to develop their early reading skills. Throughout the school, teachers read stories to students and help them to read for meaning.
- The school's annual plan for reading is effective. Leaders monitor the implementation and impact of the plan on the quality of reading in school.
- Teachers in English and Arabic have received training and know how to teach reading to improve students' reading skills. The teaching of reading is less strong in Arabic language subjects.
- Teachers in all subjects encourage students to read in both Arabic and English. In English, older students read for research and pleasure. Students enjoy reading competitions in school and beyond.
- Teachers of English use a guided reading programme to establish students' starting points and to continuously track their progress over time. Programmes are less well developed in Arabic language.
- The school provides a good learning environment with reading corners and quiet spaces which encourage students to read.
- The school implements phonics and guided reading programmes which track children's and students' progress and provide assessments of attainment related to their ages.



Key areas of strength and areas for improvements:

Key areas of strength

- The achievement of children and students in English, science and mathematics and the progress children make in English in the FS.
- Students' attitudes towards their learning, their positive behaviour and their appreciation of UAE heritage and culture.
- Teachers' promotion of knowledge and understanding in the English medium subjects.
- The relationships between students and their teachers.
- The effective leadership of changes to the curriculum and staff structure.

Key areas for improvement

- Students' achievement in Islamic education and Arabic language so that it is consistently good by:
 - developing students' recitation skills and their deeper understanding of Islamic concepts, etiquettes and values
 - supporting students' more frequent and extended speaking, reading and, particularly, writing skills
 - developing teachers' understanding of how students learn well and ensuring they implement a wider range of teaching strategies to engage and enthuse students.
- Students' skills in being independent and responsible learners by:
 - developing students' confidence to take the initiative and to plan their own learning
 - involving students more frequently in reviewing their own academic and personal development to identify their own next goals
- The curriculum and lesson planning further by:
 - developing teachers' skills in using international benchmarking data and school assessment data to accurately identify the individual learning needs of students
 - ensuring teachers adapt their lesson plans and the curriculum they deliver to more closely match the learning needs of individual students to accelerate their progress
 - planning more opportunities in class to develop students' independence and self-initiation of learning.



Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable		
	Progress	N/A	Acceptable		
Arabic (as a First Language)	Attainment	N/A	Acceptable		
	Progress	N/A	Acceptable		
Arabic (as additional Language) *	Attainment	N/A	Acceptable		
	Progress	N/A	Acceptable		
Social Studies	Attainment	N/A	Acceptable		
	Progress	N/A	Good		
English	Attainment	Acceptable	Good		
	Progress	Good	Good		
Mathematics	Attainment	Good	Good		
	Progress	Good	Good		
Science	Attainment	Good	Good		
	Progress	Good	Good		
Other subjects (Art, Music, PE)	Attainment	Good	Good		
	Progress	Good	Good		
Learning Skills		Good	Good		

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Islamic Education	<ul style="list-style-type: none">• Achievement in Islamic education is acceptable and has remained the same as the last inspection report.• Most students achieve in line with expectations and a few achieve above. Internal school assessments indicate that attainment is acceptable.• Students gain an acceptable understanding of the importance of good deeds as they progress through the school. They demonstrate appropriate understanding of Islamic concepts, etiquettes and values. Their recitations can be inaccurate.• All groups of students, including those with special educational needs (SEN), make acceptable progress because teachers provide adequate opportunities for students to develop skills appropriate for their age.• Students learn collaboratively and sometimes independently, and they are keen to share their findings with their classmates. Their independent learning skills are insecure.
Arabic	<ul style="list-style-type: none">• Achievement in Arabic FL and Arabic SL is acceptable and remains the same as the last inspection.• Attainment is acceptable overall in lessons and in students' work. School assessment data indicates that attainment is in line with expectations.• Most Arabic FL students demonstrate understanding, speaking, reading and grammar skills that are in line with expectations. Arabic SL students have less secure listening skills. Extended writing skills are less secure for both groups.• Students, including those with SEN, make acceptable progress.• Students engage in lessons adequately. They can learn collaboratively but only sometimes take responsibility for their own learning.
Social Studies	<ul style="list-style-type: none">• Achievement in social studies is good overall. Attainment has remained the same, but progress has improved.• Attainment is acceptable overall. School assessment data indicates that attainment is good. In lessons and students' work, most students attain levels that are in line with expectations.• Most students demonstrate an adequate understanding of UAE national identity and culture. They can use map features adequately. A few students' understanding of the geographical location of the UAE and its similarities and differences with neighbouring countries is less secure.• A majority of students make better than the expected progress in lessons because teachers make connections and links to Islamic values, UAE culture and real-life practice which promote students' understanding. All groups of students make the same good progress. Students' skills in being responsible for their own learning lack development.



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English	<ul style="list-style-type: none">• Achievement in English remains good. Attainment in the Primary phase has improved to good.• Children's attainment in FS is acceptable and their progress is good. School assessment data indicates that the large majority of children attain in line with expectations. By the end of FS, children develop speaking, listening and understanding skills appropriate to their age, but their skills to write are less well developed. They know how to relate letters to sounds and use this skill to read new words.• Across the Primary phase, the majority of students' attainment is above expectations for listening, speaking and writing, with reading a particular strength. This represents good progress. This is because teachers provide well-targeted support to enable students to read regularly and for meaning. Although students have the opportunity to write for different purposes, their writing skills are relatively less well-developed.• Different groups of students make the same good progress, including those with SEN.
Mathematics	<ul style="list-style-type: none">• Achievement in mathematics remains good. Attainment has improved to good since the last inspection report.• The majority of children attain above expectations. School assessment data indicates that a majority attain a good level of development. Children's knowledge of shapes and numbers is well developed, and they can count accurately. Their progress is good because teachers provide age-appropriate activities that develop and consolidate their learning.• School data indicates that a majority are attaining above expectations. International tests indicate that attainment is above average. Students have good knowledge of number and quantity, and they can measure and record accurately. Older students make good progress when solving mathematical problems. However, students' skills in using mathematical language and terminology, and in independently choosing methods to solve problems, are less well developed.• All groups of students, including those with SEN, make similarly good progress.



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Science	<ul style="list-style-type: none">• Achievement in science remains good. Attainment has improved to good.• A majority of children attain levels above expectations. In FS, school assessments indicate high numbers achieve a good level of development. Children understand early science concepts through exploring the world around them. For example, through well-directed play, they use technology and plant flowers to learn about the conditions needed for growth.• School data indicates that a majority attain above expectations. Students develop secure knowledge of science facts and concepts through taking part in practical activities. Teachers link science learning to the world and this helps students describe real-world phenomena using science vocabulary and concepts.• Students conduct scientific investigations successfully with their teachers' support. However, students are less skilful at planning and conducting their own investigations and improving their own learning. All groups of students make the same good progress.
Other subjects	<ul style="list-style-type: none">• Children's attainment and progress are good in art. They can draw self-portraits and use these to describe parts of their bodies, which supports their learning about themselves and others.• In PE, children's gross motor skills develop well when they use the outdoor play area to climb, run and jump. Students' attainment and progress are good. Students can accurately throw a ball using a range of different techniques.• In geography and history, students' knowledge develops well, for example about the trading relationships between the UAE and the UK.• All groups of students make the same good progress. They do not always reflect clearly on how best to improve their performance in practical subjects.
Learning Skills	<ul style="list-style-type: none">• Children and students have good learning skills overall. They are receptive to learning new knowledge and skills, and work diligently to complete tasks.• Students work well to collaborate and share ideas. They can research using computers. Children can share resources, take turns and engage in role play with others.• Students can make connections between their learning and the real world with guidance. Students' skills in independently and critically analysing their own learning, and making decisions about how to improve, are less well developed.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none"> Students' adequate knowledge of Islamic values, customs and practices.. 	<ul style="list-style-type: none"> Students' consistently accurate recitation skills. Students' lack of independence in learning and over-reliance on the teacher for direction.
Arabic	<ul style="list-style-type: none"> Arabic FL students' listening, speaking and reading skills are adequate. Arabic SL students' speaking and reading skills are in line with expectations. 	<ul style="list-style-type: none"> All students' extended writing skills. Arabic SL students' listening skills.
Social Studies	<ul style="list-style-type: none"> The progress students are now making in lessons. Students' understanding of UAE national identity and culture. 	<ul style="list-style-type: none"> Students' consistent understanding of the differences between the UAE's culture and the cultures in other nearby countries.
English	<ul style="list-style-type: none"> Children's good phonics skills by the end of the FS. Students' speaking, listening and reading skills. 	<ul style="list-style-type: none"> Children's and students' writing skills.
Mathematics	<ul style="list-style-type: none"> Children's understanding of number concepts. Students' overall attainment and progress of students in mathematics 	<ul style="list-style-type: none"> Students' skills in using mathematical language and terminology when discussing strategies to solve problems.
Science	<ul style="list-style-type: none"> Children's understanding of the world and students' knowledge of science facts and concepts. Students' skills to link their science learning to explain phenomena in the world. 	<ul style="list-style-type: none"> Students' skills in independently devising and conducting scientific enquiries and investigations.
Other subjects	<ul style="list-style-type: none"> Children's and students' attainment levels Children's and students' skills in art and in using computers. 	<ul style="list-style-type: none"> Students' skills in reflecting on how to improve their performance in PE and art.
Learning skills	<ul style="list-style-type: none"> Students' collaboration skills. Students' skills in using computers independently. 	<ul style="list-style-type: none"> Students' skills in reviewing their own learning and making independent decisions about how to improve.



Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good		
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good		
Social responsibility and innovation skills	Good	Good		
<ul style="list-style-type: none">Students' personal and social development remains good and the development of their innovation skills is acceptable. Students demonstrate positive and responsible attitudes to learning. They can make decisions but often rely on their teachers to tell them what to do next.Students contribute consistently well to the positive learning environment and children behave well during learning activities. However, in the Primary phase, a few students can be restless in class. 'Playground pals' model good behaviour at breaktimes and this helps younger students understand their responsibilities.Students make consistently healthy eating choices and know how to stay healthy. Attendance has improved to 94%, which is good, and only a few students arrive late.Students are respectful of Islamic values and most can describe how they influence the contemporary UAE. They enjoy assemblies and the cultural events hosted by the school. The 'My Identity' programme has raised their cultural understanding successfully.Students can describe different cultures present in the UAE and display an interest in other world cultures, although their knowledge of these is relatively less well developed.Students are involved well in the community through charity and community projects. They enjoy making social contributions at school through the Red Crescent and by looking after stray cats.Students work well in teams and children engage in role play together to explore real life scenarios. They have a developing environmental awareness through taking part in recycling projects.Students' innovative and creative skills are generally supported through provision outside lessons. However, the development of these skills is held back by a lack of opportunity in lessons.				
Areas of Relative Strength:				
<p>Students' good behaviour and positive attitudes to learning and their involvement in a range of activities both within the school and in the wider community.</p> <ul style="list-style-type: none">Appreciation of the UAE culture and heritage.				
Areas for Improvement:				
<ul style="list-style-type: none">Skills and confidence to be creative, innovative and independent learners.Knowledge of cultures beyond the UAE.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good		
Assessment	Good	Good		

- The overall quality of teaching remains good. The quality of teaching in Islamic education and Arabic language is only acceptable.
- Teachers have good subject knowledge and use it to support students' learning well. Teachers in FS understand best early years practice and know how young children learn. In general, teachers plan and provide interesting experiences to support students' progress and provide a conducive environment in which students can learn.
- Most teachers use time well to promote learning through setting deadlines by which work must be completed. They interact well with students and use questions to encourage students to communicate their ideas to others. However, they do not consistently provide higher levels of challenge to fully extend students' learning or to develop students' critical thinking and independent learning skills.
- Teachers generally use their continuous assessments accurately to monitor students' achievement and plan next steps in teaching. The school's international benchmarking tests are not yet used consistently well by teachers to identify and plan how to accelerate students' progress through closely matching teaching strategies to the individual learning needs of students.
- Teachers mark students' work regularly and give them constructive feedback. These assessments help students understand their progress and know what they need to do to improve. Students are not always fully involved in assessing their own progress and planning their next step in their learning.

Areas of Relative Strength:

- Most teachers' understanding of how students learn well.
- Teachers' use of questions to test students' knowledge and check their understanding of what to do.
- Teachers' use of time in lessons to increase the pace of learning.

Areas for Improvement:

- Lesson planning to promote students' independence and involvement in reviewing their own progress and initiating their own next steps.
- Use of assessment information to identify and plan for the learning needs of individual students to accelerate their learning.
- The quality of teaching in Islamic education and Arabic language so that it is consistently good.



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good		
Curriculum adaptation	Good	Good		

- The overall quality of the curriculum remains good, and it meets the needs of most students. The school has positively responded to a 'bridging programme' intended to align students' attainment better to their age. This has increased the progression of learning and supported students' better attainment in English, mathematics and science. The curriculum is acceptable in Arabic medium subjects.
- In English, mathematics and science, there is a wide range of learning experiences which helps students develop their knowledge and skills. Links between subjects are supported by weekly themes. Children in the FS have more choice for how they would like to learn, and this supports their curiosity and creativity.
- Leaders and teachers review and adapt the curriculum regularly. The curriculum is enhanced well by special events, including trips and visitors to the school. However, it is not yet highly modified to meet the individual needs of students or to promote their independence and self-initiation of learning, especially in Arabic language and Islamic education
- Planned opportunities to promote students' innovation skills are underexploited in classrooms. However, the wide range of clubs provides opportunities for students to be creative and independent. The 'My Identity' programme develops students' knowledge of Islamic values and UAE culture well.
- Moral education is integrated within subjects. The school's competencies known as 'RICHTER' (Respect, Integrity, Care, Honesty and Resillience) promote students' moral development well. In FS, the 'people who help us' theme encourages children's development of respect for those around them. Overall, the moral education programme supports students' wider personal and social development, and this is monitored, for example, through behaviour logs.

Areas of Relative Strength:

- Adaptations made to the curriculum which support students' improved achievement and curriculum in the FS which supports children's independence.
- The range of activities available to students outside the taught curriculum.

Areas for Improvement:

- The adaptation of the curriculum in Islamic education and Arabic language to meet the needs and interests of students.
- Adaptations to the curriculum to support students' skills to independently self-initiate their own learning.



Performance Standard 5: The Protection, care, guidance and support of students

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good		
Care and support	Good	Good		
<ul style="list-style-type: none">The overall quality of protection, care, guidance and support remains good. Safeguarding and child protection policies are clearly documented. Staff are trained in these and students and parents are informed through the school's well-developed electronic communication systems.The school premises are hygienic, secure and very well maintained. School records are comprehensive, including maintenance and safety records. These are used very well by senior leaders to monitor the effectiveness of school processes.The school premises provide a pleasant learning environment. The school lacks a lift and ramps for ease of access. Healthy lifestyles are promoted well by teachers and other staff.Effective behaviour management strategies promote good relationships and behaviour. Systems for managing and promoting attendance are effective and have led to an improvement, and only a few students are regularly late to the daily assembly.Students with SEN, including those who are gifted and talented, are identified quickly and their needs are made known to teachers in school documents. Support arrangements for students with SEN ensures they make the same good progress as their peers.The well-being and personal development of students is monitored by class teachers. Guidance when students are leaving Year 6 is well developed. Programmes to help students understand their own academic and personal development and take independent steps to improve are less successful.				
Areas of Relative Strength:				
<ul style="list-style-type: none">The quality of record keeping, the use made of records, and the secure and well-maintained facilities.The promotion of safeguarding and child protection policies.				
Areas for Improvement:				
<ul style="list-style-type: none">Access arrangements to ensure the school is fully inclusive.Guidance and support for students in reviewing their own development and becoming more independent learners.				



Performance Standard 6: Leadership and management

Indicators:

The effectiveness of leadership	Good
Self-evaluation and improvement planning	Very Good
Partnerships with parents and the community	Good
Governance*	Good
Management, staffing, facilities and resources	Good

- The overall quality of leadership is good because school leaders communicate effectively a vision and direction that aligns well with UAE and Abu Dhabi priorities. Leaders at all levels understand the curriculum well and communicate best practices clearly, but this is less successful in Arabic language and Islamic education. The new leadership structure creates extra capacity and leaders ensure that the school meets all statutory requirements.
- Self-evaluation processes are inclusive of all stakeholders' views and result in an accurate understanding of the school's strengths and areas for development. School leaders use information from international benchmarked tests to inform their analysis of the quality of teaching and the interventions they make. Teachers, however, have yet to make consistently effective use of benchmarked assessments to adapt their teaching to the needs of all students. Improvement plans are well aligned to the outcomes of the school's self-evaluation. They ensure accountability and have resulted in most recommendations from the previous inspection being addressed.
- The school has improved the way it involves parents and gathers their views for inclusion in strategic decision making. Regular reports and innovative communication methods ensure parents are kept well informed. The school makes a positive contribution to the community, shares its expertise with partner schools and has developed international partnerships with schools in the UK.
- The Board of Trustees has put in place effective systems to gather the views of all stakeholders. They know the school's areas of strength and development needs well and have ensured that the high turnover of staff has not hindered students' achievement and that new staff are helped to integrate quickly. The Board of Trustees now receives regular updates on the attainment and progress of students and holds senior leaders to account regularly.
- The school runs smoothly because leaders ensure that sufficient qualified staff are available to deliver the curriculum, and students and staff are aware of the routines to follow. Classrooms and outside areas are developed well, and used effectively to support independent learning through exploration in the FS. Specialist facilities are well developed, including sports, science and computer facilities.
- The school promotes students' readiness for TIMSS through the 'question a day' programme. PISA mock examinations are already taken along with a range of other international tests benchmarked to the English National Curriculum for English language, mathematics and science.



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Areas of Relative Strength:

- The effectiveness of school self-evaluation processes.
- Improved engagement with parents and other stakeholders.

Areas for Improvement:

- The communication of best practices to raise the quality of teaching in Islamic education and Arabic.
- Securing consistently effective use of benchmarked assessment data on students' achievement to inform teachers' planning.

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